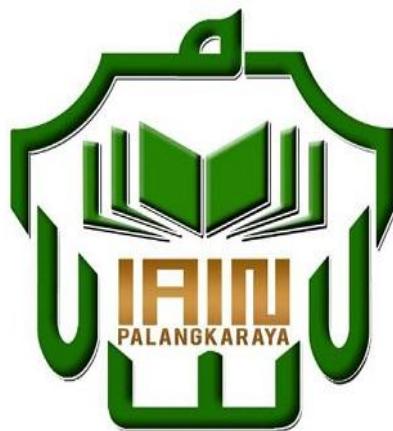


**THE EFFECTIVENESS OF ANAGRAM ON STUDENTS' VOCABULARY SIZE
AT THE EIGHT GRADE OF MTs ISLAMIYAH PALANGKA RAYA**

THESIS

Presented to the Department of Language Education of the State Islamic Institute of Palangka Raya in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam



By:

MUHAMAD ARROFI RAHMAN
SRN. 1101120671

**THE STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
THE FACULTY OF TARBIYAH AND TEACHER TRAINING
THE DEPARTMENT OF LANGUAGE EDUCATION
THE STUDY PROGRAM OF ENGLISH EDUCATION
1437 H / 2016 M**

APPROVAL OF THE THESIS

Title of the thesis : **The Effectiveness of Anagram on Students' Vocabulary Size at the Eight Grade of MTS Islamiyah Palangka Raya**
Name : Muhamad Arrofi Rahman
SRN : 1101120671
Faculty : Tarbiyah and Teacher Training
Department : Language Education
Study Program : English Program
Level : S-1

Palangka Raya, May, 2016

Approved by,

Advisor I

Advisor II

Santi Erliana, M. Pd
ORN. 19801205 200604 2 003

Rahmadi Nirwanto, M. Pd
ORN.197013 200212 1 002

The Vice Dean 1 Academic



Dra. Hj. Rodhatul Jennah, M.Pd
ORN. 19671003 199303 2 001

The Secretary of Language
Department


Santi Erliana, M. Pd
ORN. 19801205 200604 2 003

PERSETUJUAN SKRIPSI

Judul Skripsi : Pengaruh Anagram Pada Ukuran Kosa Kata Siswa Kelas Delapan Mts Islamiyah Palangka Raya

Nama : Muhamad Arrofi Rahman

NIM : 1101120671

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa

Program Studi : Tadris Bahasa Inggris

Jenjang : S-1

Palangka Raya, May 2016

Menyetujui,

Pembimbing I

Pembimbing II

Santi Erliana, M. Pd
NIP. 19801205 200604 2 003

Rahmadi Nirwanto, M. Pd
NIP. 197013 200212 1 002

Wakil Dekan 1 Bidang Akademik

Dra. Hj. Rodhatul Jennah, M.Pd
NIP. 19671003 199303 2 001

Sekretaris Jurusan Pendidikan
Bahasa

Santi Erliana, M. Pd
ORN. 19801205 200604 2 003

OFFICIAL NOTE

Case : Examination of
Muhamad Arrofi Rahman's
Thesis

Palangkaraya, May 2016

To the Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya
In
Palangka Raya

Assalamu alaikum Wr. Wb

By reading and analyzing the thesis's revision, we think that thesis in the name of:

Name : Muhamad Arrofi Rahman

Student Registration Number : 1101120671

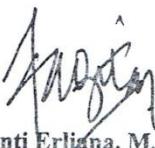
Title of the thesis : THE EFFECTIVENESS OF ANAGRAM ON
STUDENTS VOCABULARY SIZE AT THE EIGHT
GRADE OF MADRASAH TSANAWIYAH (MTS)
ISLAMIYAH PALANGKA RAYA

can be examined in partial fulfillment of the Degree of *Sarjana Pendidikan Islam* in the
Study Program of English Education of the Language Education Department of the Faculty of
Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Thank you for your attention.

Wassalamu'alaikum Wr. Wb

Advisor I,



Santi Erliana, M.Pd
ORN. 198012052006042003

Advisor II,



Zulida Arifa, M. Pd
ORN.

NOTA DINAS

Case : Permohonan Ujian Skripsi Palangka Raya, May, 2016

Saudara Muhamad Arrofi Rahman

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Palangka Raya

di

Palangka Raya

Assalamualaikum Wr. Wb.

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : Muhamad Arrofi Rahman

NIM : 1101120671

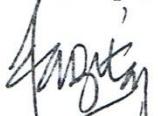
Judul Skripsi : **THE EFFECTIVENESS OF ANAGRAM ON STUDENTS' VOCABULARY SIZE AT THE EIGHT GRADE OF MADRASAH TSANAWIYAH (MTS ISLAMIYAH PALANGKA RAYA)**

Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan Islam pada Program Study Pendidikan Bahasa Inggris IAIN Palangka Raya.

Demikian atas perhatiannya diucapkan terima kasih.

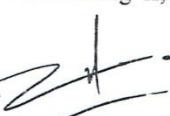
Wassalamualaikum Wr. Wb

Pembimbing I,



Santi Erhana, M.Pd
ORN. 198012052006042003

Pembimbing II,



Zulida Arifa, M. Pd
ORN.

LEGALIZATION OF THE THESIS EXAMINING COMMITTEE

This thesis entitles **THE EFFECTIVENESS OF ANAGRAM ON STUDENTS VOCABULARY SIZE AT THE EIGHT GRADE OF MADRASAH TSANAWIYAH (MTS ISLAMIYAH PALANGKA RAYA)** in the name of **MUHAMAD ARROFI RAHMAN** and his Student Registration Number is **1101120671**. It has been examined by Team of Examiners of the Study Program of English Education the Department of Language Education the Faculty of Tarbiyah and Teachers Training the State Islamic Institute of Palangka Raya on:

Day : Wednesday
Date : Juni 8th, 2016

Palangka Raya, Juni 8th, 2016

Team of Examiners:

1. M. Zaini Miftah, M.Pd
Chairman/Examiner

(.....)

2. Luqman Baehaqi, SS., M.Pd
Member

(.....)

3. Santi Erliana, M.Pd
Member

(.....)

4. Rahmadi Nirwanto, M.Pd
Secretary/Member

(.....)

The State Islamic Institute of Palangka Raya
The Dean of Faculty of Tarbiyah and

Teacher Training



THE EFFECTIVENESS OF ANAGRAM ON STUDENTS' VOCABULARY SIZE AT THE EIGHT GRADE OF MTS ISLAMIYAH PALANGKA RAYA

ABSTRACT

Based on the learning process vocabulary, the writer has good technique in teaching vocabulary that the students taught vocabulary using Anagram technique. This research aims to measure the effect of anagram on the students' vocabulary size at the eighth grade of MTs Islamiyah Palangka Raya.

The research was conducted in quantitative approach with quasi experimental design. The writer designed the lesson plan, conducted the treatment and observed the students' pre-test and post-test score. The population of study was the eighth grade at MTs Islamiyah Palangka Raya which consisted of four classes. The writer took the sample of two classes are VIII-B as control group and VIII-A as experimental group. The sample were determined using cluster sampling technique.

After getting the data from pre-test and post-test, the writer analyzed the data using SPSS 21, program to test the hypothesis stated. Based on the result of analysis, it was found that the value of t_{test} is higher than t_{table} with 2,81 and 2,02 at 5 % level of significance and $t_{table} 2.71$ at 1% level of significance with degrees of freedom = 40. It shows that the t_{test} is higher than the t_{table} . The result of testing hypothesis determined that the Alternative Hypothesis (Ha) stating that the students taught vocabulary using Anagram have better vocabulary size than the students taught vocabulary using non Anagram at the eighth grade of MTs Islamiyah Palangka Raya is accepted and the Null Hypothesis (Ho) stating that the students taught vocabulary using anagram do not have better vocabulary size than the students taught vocabulary using non Anagram at the eighth grade of MTs Islamiyah Palangka Raya was rejected. It meant that the students taught using Anagram have better vocabulary size than those taught using non Anagram at the eighth grade of MTs Islamiyah Palangka Raya. This research recommended for the students, teachers, and also for the next researchers.

Key Words: Effect, Anagram, Vocabulary

PENGARUH ANAGRAM PADA UKURAN KOSA KATA SISWA KELAS DELAPAN MTS ISLAMIYAH PALANGKA RAYA

ABSTRAK

Berdasarkan pada proses pembelajaran kosa kata, penulis mempunyai teknik yang baik dalam mengajarkan kosa kata bahwa siswa belajar kosa kata menggunakan Anagram. Tujuan penelitian ini adalah untuk mengukur pengaruh dari anagram pada pengukuran kosa kata yang dimiliki siswa kelas delapan MTS Islamiyah Palangka Raya.

Penelitian ini termasuk penelitian kuantitatif dengan desain Kuasi Eksperimental. Penulis menyusun rencana pembelajaran, memberikan perlakuan dan mengobservasi skor siswa dengan Pra-ujji dan Pasca-ujji. Populasi dari studi ini adalah murid kelas delapan MTS Islamiyah Palangka Raya yang terdiri dari 4 kelas. Penulis memilih dua kelas yaitu VIII-B sebagai kelas kontrol dan VIII-A sebagai kelas eksperimen. Sampel tersebut ditentukan dengan teknik *Kluster Sampel*.

Setelah mendapatkan data dari Pra-ujji dan Pasca-ujji, penulis menganalisis data tersebut menggunakan rumus t_{test} untuk menguji hipotesis yang telah ditetapkan. Berdasarkan hasil analisis, ditemukan bahwa nilai dari $t_{tes}= 2,81$ dan $t_{tabel}= 2,02$ pada taraf signifikansi 5% dan $t_{tabel}= 2,71$ pada taraf signifikansi 1% dengan derajat keabsahan = 40. Itu menunjukkan bahwa t_{test} lebih besar dari Hasil $t_{ritable}$. Pengujian Hipotesis menentukan bahwa Hipotesis Alternatif (H_a) yang menyatakan bahwa siswa yang belajarkosa kata menggunakan anagram mempunyai pengukuran kosa kata lebih baik daripada siswa yang belajar tidak menggunakan Anagram pada kelas delapan MTs Islamiyah Palangka Raya telah diterima dan Hipotesis Nihil yang menyatakan bahwa siswa yang belajar kosa kata menggunakan anagram tidak mempunyai pengukuran kosa kata yang tidak baik pada kelas delapan MTs Islamiyah Palangka Raya telah ditolak. Hal ini menunjukkan bahwa siswa yang belajar kosa kata menggunakan Anagram mempunyai pengukuran kosakata yang baik dimiliki dari pada siswa yang belajarkosa kata tidak menggunakan Anagram pada kelas delapan MTs Islamiyah Palangka Raya. Penelitian ini di rekomendasikan untuk siswa-siswa, guru-guru, dan juga peneliti selanjutnya.

Kata Kunci: Pengaruh, Anagram, Kosakata

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَىٰ شَرِيفِ الْأئمَّةِ نَبِيِّنَا وَمَوْلَانَا مُحَمَّدٍ وَعَلَىٰهِ وَصَحْبِهِ أَجْمَعِينَ إِذَا بَعْدَ

The first thanks to Allah SWT, who has given me the mercy and the blessing, so the writer can finish this thesis well.

May blessing and salutation always be upon the great Prophet Muhammad (peace be upon him), all his disciples who had struggled and strove in Allah's religion. In this occasion the writer express appreciation and gratitude to those who give their help and motivation in completing this thesis:

1. Dr. Ibnu ElmiA.S.Pelu, S.H., M.H., the Rector of the State Islamic Institute of Palangka Raya (IAIN), for his direction and encouragement.
2. Drs. Fahmi, M.Pd, the Dean of the Faculty of Tarbiyah and Teacher Training the State Islamic Institute of Palangka Raya (IAIN), for his direction and encouragement.
3. Dra. Hj. Rodhatul Jennah, M.Pd, The Vice Dean I of the Faculty of Tarbiyah and Teacher Training the State Islamic Institute of Palangka Raya, for her agreement so that the writer can complete the requirements of writing this thesis.
4. Hj. Hamidah, MA, as the Chair of Department of Language Education, for her agreement so that the writer can complete the requirements of writing this thesis.
5. M. Zaini Miftah, M.Pd, The chief of English Education Study Program, for his permission so that the writer can complete the requirements of writing this thesis.

6. Santi Erliana, M.Pd and Zulida Arifa, M.Pd as the advisors, for their guidance, suggestion, and encouragement during the accomplishment of this thesis.
7. H.Tabah Hari Subagio, S.Pd, as the headmaster of MTs Islamiyah Palangka Raya, for the time and opportunity that has been given during the accomplishment of this thesis.
8. Hamdi Hermanto, S.Pd, as the English teacher of MTs Islamiyah Palangka Raya for suggestion and help.
9. All eighth Grade students of MTs Islamiyah Palangka Raya in academic year 2015/2016 for their helping to finish this study.
10. All teaching staffs of the English Study Program for their valuable knowledge.
11. All of my big family
12. All of my friends of TBI 2011

Thank you for the support, praying, patience, suggestion, corrections, comment and guidance that help the writer to finish her thesis. Finally, the writer realized that the thesis is far from the perfect, therefore some constructive critical and suggestions are welcomed.

Palangka Raya, May 2016

The Writer

MUHAMAD ARROFI RAHMAN

NIM.1101120671

DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitle :THE
EFFECTIVENESSOFANAGRAM ON STUDENTS VOCABULARY SIZE AT THE EIGHT
GRADE OF MADRASAH TSANAWIYAH (MTS) ISLAMIYAH PALANGKA RAYA. Is truly
my own writing. If it is not my own writing so, it is given a citation and show in the list of
references.

If my own declaration is not right in this thesis one day. I am ready to be given academic
sanction namely the cancellation of the degree of this thesis.

Palangka Raya,May, 2016

My Own declaration,

MUHAMAD ARROFI RAHMAN
SRN. 1101120671

DEDICATION

This thesis is dedication to some special people as follows:

1. My beloved parents (Mr. Murni and Mrs. Maliawati) . Thanks for your love, praying , motivation, and material in finishing the study.
2. Special thanks for SantiErliana, M.Pd and ZulidaAtrifa, M.Pd as the advisors, for their guidance, suggestion, and encouragement during the accomplishment of this thesis.
3. Special thanks for all of my lecturer, for their guidance, suggestion and motivation
4. All of my beloved young brother and young sister (RahmatulArrofah, RizalulMahfuz,ArizkiaNauvalina and MuhammadNizam).
5. Special thanks for my best friends, MitraMuhklisin, Elmy ,Azhari,Duto,S.Pd.i,Heru,Raqib,Lutfi,RahmatHidayat,S.Pd.i, Ahmad Suri, S.Pd.i,Yuliani,S,Pd.i, Ervina, S,Pd.i, EtyRubiati,S,Pd.i, Masmawati,S,Pd.i and all of members the last cigarrete, Thanks for your support and thanks for everything.
6. All my lovely friends of English study program at academic years 2011.

MOTTO

- Depart with confidence
- Walk with sincerity
- Istiqomah in the face of temptation

"SURE, SINCERE, ISTIQOMAH"

- Berangkat dengan penuh keyakinan
- Berjalan dengan penuh keikhlasan
- Istiqomah dalam menghadapi cobaan

" YAKIN, IKHLAS, ISTIQOMAH "

TABLE OF CONTENTS

	PAGE
COVER OF PAGE	i
LIST OF THE APPROVAL	ii
OFFICIAL LETTER	iv
LIST OF LEGALIZATION.....	vi
ABSTRACT	vii
ACKNOWLEDGEMENTS	ix
DECLARATION OF AUTHENTICATION	xi
DEDICATION	xii
MOTTO	xiv
TABLE OF CONTENTS	xv
LIST OF TABLES	xvii
LIST OF FIGURES	xix
LIST OF ABBREVIATION	xx
LIST OF APPENDICES	xxi
 CHAPTER I: INTRODUCTION	 1
A. Background of Study	1
B. Problem of Study	7
C. Objective of The Study	7
D. Significance of Study	7
E. Hypothesis of Study	8
F. Scope and Limitation Study.....	9
G. Assumption of Study.....	9
H. Variable of The Study	9
I. Operational Definition	10
J. Framework of Discussion	11
 CHAPTER II: REVIEW OF RELATED LITERATURE	 12
A. Previous of Study	12
B. Vocabulary.....	15
1. Definition of Vocabulary	15
2. Teaching Vocabulary	16
3. The Types of Vocabulary.....	18
4. Kinds of Vocabulary	19
5. Vocabulary Size	22
6. How Many Words Foreign Language Learners Have to Know	23
7. Assessing Vocabulary	24
8. The Importance of Vocabulary in Learning English	26
C. Anagram.....	28
1. Definition of Anagram	28

2. Types of Anagram	33
3. Teaching Procedure of Anagram.....	34
4. The Advantages of Anagram.....	36
D. Quasi Experimental Design	37
CHAPTER III: RESEARCH METHOD	39
A. Time and Place of The Study.....	39
B. Research Design and Approach	39
C. Population and Sample of The Study.....	41
1. Population	41
2. Sample	42
D. Research Instrument.....	43
E. Instrument Try Out	44
1. Research Instruments Reliability	46
2. Research Instruments Validity	47
3. Index of Difficulty.....	49
F. Data Collecting Procedures.....	52
G. Data Analysis Procedures	53
CHAPTER IV RESULT OF THE STUDY AND DISCUSSION.....	56
A. Description the Data	56
B. The Result of Data Analysis	68
C. Discussion	72
CHAPTER V CLOSING	75
A. Conclusion	75
B. Suggestion.....	76

REFERENCES

APPENDICES

LIST OF TABLES

	PAGE
Table 2.6 Vocabulary Size of Foreign Learners	23
Table 3.1 Nonrandomized Control Group, Pretest-Posttest Design	40
Table 3.2 The Population Number of Students.....	42
Table 3.3 Number of Sample	43
Table 3.4 The Content Specification of Test Items.....	44
Table 3.5 The Compare Score of Test Items.....	44
Table 4.1 The Calculation of Mean, SD and SE using SPSS 21Statistics Pre-Test(Experiment Class).....	58
Table 4.2 The Calculation of Mean, SD and SE using SPSS 21Statistics Pre-Test(Control Class)	60
Table 4.3 Test of Normality Distribution Test on the Pre Test Score of the Experiment and control Group Using SPSS 21.....	61
Table 4.4 Test of Homogeneity Test.....	62
Table 4.5 The Calculation of Mean, SD and SE using SPSS 21 Statistics Post-Test Experiment	64
Table 4.6 Test of Normality distribution test of Post- Test score of the Experiment and Control group using SPSS 21	65

Table 4.7 Test of Homogeneity of Variances	66
Table 4.8 The Standard Deviation and Standard Error of X_1 and X_2	67
Table 4.9 Calculation the result of T-Test	69

LIST OF FIGURES

	PAGE
Figure 4.1 The Distribution of Students' Pre Test Score Experiment Group.....	57
Figure 4.8 The Distribution of Students' Pre Test Test Score Control Group ...	59
Figure 4.3 The Distribution of Students' Post Test Score Experiment Group ...	63
Figure 4.4 The Distribution of Students' Post Test Score Control Group.....	64

LIST OF ABBREVIATIONS

Df	: Degree of Freedom
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
MTS	: Madrasah Tsanawiyah
IAIN	: Institut Agama Islam Negeri
TBI	: Tadris Bahasa Inggris
SPSS	: Statistic Product and Service Solution

LIST OF APPENDICES

- Appendix 1 English Syllabus
- Appendix 2 Lesson Plan
- Appendix 3 Research Instrument of Try Out, Pre Test and Post Test
- Appendix 4 Research Schedule and Present List
- Appendix 5 Students' Name and Code of Try Out Class, Students' Name and Code of Experiment Class, Students' Name and Code of Control Class
- Appendix 6 Students' Score of Pre Test and Post Test Score of Experiment Class, and Students' Score of Pre Test and Post Test Score of Control Class
- Appendix 7 the Calculation of Validity
- Appendix 8 the Result of Instrument Try Out
- Appendix 9 Measurement of Instrument Reliability
- Appendix 10 Calculation of Index Difficulty of Try Out Test
- Appendix 11 Normality and Homogeneity
- Appendix 12 Documentation
- Appendix 13 Letters
- Appendix 14 Curriculum Vitae

REFERENCES

- Alison.Mackey and Sussan M. Gass,2005. *Second Language Research: Methodology and Design*, New Jersey : Lawrence Erlbaum Associates Publishers.
- Arikunto.Suharsimi,2002.*Procedure Penelitian :Suatu Pendekatan Praktek*. Jakarta : PT. Rineka Cipta.
- Ary ,Donal, (et all),2010. *Introduction to Research in Education Eight*, United State : Wadsworth (engange Learning).
- Ary,Donald, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh,2010 *Introduction to Research in Education 8th Edition*. (Canada: Nelson Education, Ltd)
- Campillo.Rosa M. Lopez,1986. *Teaching and Learning Vocabulary: An introduction for English Student*.
- Celce.Marianne and Murcia,2001. *Teaching English as a Second or Foreign Language (Third Edition)*, Amerika : United States of Amerika.
- Creswell,W,John,1994.*Qualitative and QuantitativeApproach*, 1994, california: SAGE Publications, inc.
- Evelyn,Hatchand Brown, Cheryl,1995.*Vocabulary, Semantic, and Language Education*. Cambridge: Cambridge University Press.
- Fauzi,Endang,2002.*Teaching Of English As A Foreign Language*, Surakarta, Pabelan.
- Flower ,John,1994. *Build Your Vocabulary 3*, Hove : Language Teaching Publilications.
- Gronlund.Norman.E,*Measurement and Evaluations in Teaching*, New York: Macmillan Publishing Company, t.th,
- H.Jonathan, (et.all),2009. *Extraordinary Natural Ability: Anagram Solution as an Extension of Normal Reading Ability*,Mahwah,New Jersey.
- Harmer, Jeremy,2000.*How to Teach English*, England : Pearson Education Limited.
- Heaton ,J.B, 1975.*Writing English Language Test*, England: Longman.
- Hornby,A.S,2000.*Oxford Advanced Learner's Dictionary Of Current English*, New York: Oxford University Press.
- <http://literarydevices.net/anagram/>.Accessed on (01 May 2015 at 20.00)
- <http://www.english-for-students.com/Types-of-Anagrams.html>.Accessed (15 April 2015 at 20.00).

<http://www.vocabulary.com/dictionary/anagram>.Accessed on(01 May 2015 at 03.00)

Lauder.Allan, 2008.'The Status and Function of English in Indonesia: A Review of Key Factors',*Makara Sosial Humaniora*, Vol. 12, No. 1, Juli.

Martinus, Bredrik,2012. *The Effect of Chain Mnemonic on Students' Vocabulary Mastery at the fourt Grade Students of SD 219 Jambi in 2011. Academic Year,*

Mew.Y.H, Seaton.Anne, 2007.*Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing.

Muncer.Steven J,2011. *The syllable effect in anagram solution: Unrecognised evidence from past studies*.Journal of Psycholinguistic Research.

Nation.Paul, I.S.P.,2006."How large a vocabulary is needed for reading and listening?" *Canadian Modern Language Review*,63(1).

Nengjayanti, Ariessalia,2010.*The Unsuccessful Student's DifficultiesIn Writing Vocabulary Of The Fifth Grade StudentsOf SDN PercobaanPalangkaRaya. Unpublished thesis*, PalangkaRaya : State Islamic Collage Of PalangkaRaya.

Nunan, David,1992. *Research Methods in Language Learning*,Cambridge: Cambridge University Press.

Nunan, David,1995. Language Teaching Methodology (a text book for teachers), Hertfordshire : Prentice Hall.

P.M.A,Evi, Francis in Diannovita,1956.,*A Contrastive Analysis on English and Indonesia Passive Voice*. Universitas Sebelas Maret. Unpublished.

Panagiotakopoulos T Chris & Menelaos E. Sarris,2013. "Playing With Words": *Effects of an Anagram Solving Game-Like Application for Primary Education Students*," Dept. of Primary Education, University of Patras, Greece, Online published: January 6.

Radford,Andrew,2009.Linguistics An Introduction (The Second Edition), New York: Cambridge University Press.

Rahmawati.Umi,2011.*The Effectivness of Using Personal Vocabulary Notes (PVN) To Develop Student's Vocabulary of The Tenth Grade Student of SMAN 1 Bulakamba*, Thesis, Semarang : IKIP PGRI.

Riduwan,2004.*Metode dan teknik Menyusun Thesis*, Bandung: Alfabeta.

Rochman.Muhammad,2012."The Implementation of the 5E Model Stages to Build Students' Vocabulary", *Jurnal on English as a Foreign Language*, V (2).

Schmit.Norbert,2010. *Researching Vocabulary: A Vocabulary Research Manual*, University of Nottingham: Palgrave Macmillan.

Sudjana,1996.*MetodeStatistika*, Bandung: Tarsito.

Sudijono,Anas,1978.*PengantarStatistikPendidikan*, Jakarta: Rajawali Press,

Suharto,1988.*MethodologiPenelitian dalam Pendidikan Bahasa*,
DepdikbudProyek Pengembangan Pendidikan Tenaga Kependidikan. Jakarta:

Sudijono,Anas,2005.*Pengantar evaluasi Pendidikan*, Jakarta: Raja Grafindo Persada.

Thornbury.Scott,2002.*How to Teach Vocabulary*.England :Pearson Education Limited.

CURICULUM VITAE



Muhamad Arrofi Rahman was born on may 16 1991 in Mangkahui, Murung Raya. He the First child from five children's of Mr. Murni and Mrs. Maliawati, he has young brother and young sister there are : Rahmatul Arrofah, Rizalul Mahfuz, Atrizkia Nauvalina and Muhammad Nizam . His hobbies are listening to the music, Jogging/ bike bicycle, reading a book and traveling. He began his study at SDN Mangkahui 2 Murung, then he continued his study to Junior High School at MTSN Muara Teweh and to Senior High School at SMAN 1 MuaraTeweh and then he has worked in IMK (Indo Muro Kencana) one of gold company at Murung Raya for one year, after that he continued his study in IAIN Palangka Raya and took English Education Program. He intended to be master of English.

Email: arrofirah@gmail.com